

## APPENDIX M

### *Illustration of Similarities between L1 Acquisition and the Inventive Methods (in accordance with at least one embodiment)*

Feature	First Language Acquisition	Inventive Methods
<i>Comprehensibility</i>	<p>Caregivers model their speech to the child's level in order to be understood as per their understanding of the child's cognitive and linguistic competence.</p> <p>If the message is not understood by the child, the caregivers repeat, rephrase and expand it.</p> <p>The caregivers' steer clear of complex topics. Their message concerns 'here and now' (not in the neighborhood; not yesterday).</p>	<p><i>The "theater of life" plays and "reinforcement and expository" skits are scripted to ensure that each dialog provides comprehensible speech input to the student. The key language items (vocabulary, syntax) as well as the themes of the plays accord with the students' learning levels.</i></p> <p><i>In a "theater of life" play, within a beat, each key language item is repeated in dialogs several times. In subsequent beats, the language item may recur. The reinforcement and expository sessions further confirm, clarify or correct the meaning of the item by using it repeatedly in isolated contexts.</i></p> <p><i>The "theater of life" plays deal with 'here and now', which happen to be easier to deal with on the stage.</i></p>
<i>Extra-linguistic clues</i>	<p>The caregivers often provide speech input along with a sensory experience (showing a physical object, imitating an action). The 'here and now' nature of their language facilitates provision of sensory experiences.</p> <p>The caregivers use exaggerated gestures, expressions and tone of their voice in order to facilitate comprehension of novel language items (vocabulary or syntax).</p>	<p><i>The "theater of life" lessons carefully plan such sensory experiences for each key language item</i></p> <p><i>The teacher-actors in a "theater of life" play and reinforcement and expository skits use exaggerated gestures and tones to ensure that each key language item whether in a play or skit is understood by the students.</i></p>
<i>Effortless &amp; Inevitable</i>	<p>A child does not consciously learn the first language. It just happens and it inevitably happens as long as the child is exposed to comprehensible speech input.</p>	<p><i>The exposure to "theater of life" makes the acquisition of foreign language inevitable without conscious efforts on the part of the students.</i></p>
<i>Sequencing</i>	<p>There is no crash course for the first language. The caregivers help the child advance one step at a time by including slightly and only slightly higher level of language.</p> <p>A child's speech grows from being very simple to complex - progressing from one word, two words utterances to complex sentences.</p>	<p><i>The linguistic and plot complexities of the plays progress through the students' learning levels in a systematic manner.</i></p> <p><i>The reinforcement and expository lessons require calibrated participation progressing from simple (one, two words) to complex (full sentences).</i></p>